



Yeovil Area Community Academy Trust

Huish Primary School Assistant Head of School

Job Description

Person Specification

All teachers are leaders within the Trust. The successful candidate will be a passionate, reflective and resilient professional who:

- Is committed to providing outstanding opportunities for all pupils and staff
- Contributes actively to the school's vision, values and strategic direction
- Embraces innovation, drives improvement and maintains high standards
- Works collaboratively and effectively with senior leaders to raise outcomes
- Demonstrates excellent teaching practice and inspires confidence in colleagues

Purpose of the Job

The Assistant Head of School will be a model professional setting an excellent example to teaching and support staff. They will work in close partnership with the Trust CEO and Heads of School in actively promoting enrichment and achievement through building and implementing agreed school policies. The Assistant Head of School will lead by example of their practice, and by positively encouraging and supporting all members of staff.

Leadership and Management

1. Work in close partnership with Head of School and Senior Leadership Team in the effective day to day management of the school and school community: recruiting and inducting staff, developing and implementing policies, leading assemblies and staff meetings, arranging cover for absent staff or staff PPA / training, hosting and organising whole school events such as open days and parents evening, and responding to the views, needs and requests of children, staff, parents, governors and visitors.
2. Support and deliver high quality professional growth, coaching and mentoring.
3. Work with the Head of School, staff and local board in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
4. Work with the whole staff to develop a strong learning environment that has high expectations of learning, work, performance, academic achievement and behaviour.
5. Work with the Head of School in the school's achievement reviews and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests.
6. Support Head of School to ensure that all teaching and learning and assessment policies and protocols are in place and up to date.
7. Assist in the line management of classroom-based personnel (timetabling, allocation of classes, managing and developing roles, provision of high-quality interventions, supporting children's progress, achievement, well-being and good behaviour).
8. Share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents/ carers working in classrooms and throughout the school.
9. Work with the leadership team in maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
10. Help create a safe, calm and well-ordered environment where pupils and staff can thrive.

Teaching and Learning

Determine, organise and implement a diverse, inclusive and flexible curriculum, embedding an effective assessment framework:

1. Ensure that learning is at the centre of strategic planning and resource management. Promote models of excellent classroom practice through whole class and group teaching, coaching and mentoring.
2. Implement a culture and ethos of challenge and support, where all pupils have a voice, achieve success and become highly engaged in their own learning.
3. Use assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across both key stages. This will include agreeing and articulating high expectations and setting targets.

4. Monitor the effectiveness of teaching and learning including teachers' planning, work sampling, learning walks and pupil interviews. Report outcomes and plan next steps and future actions
5. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils

Specific Responsibilities

The role includes class teaching, alongside protected leadership time. Additional responsibilities include:

- Lead the development, implementation and review of the school curriculum to ensure it is ambitious, inclusive and meets statutory requirements.
- Oversee the quality and effectiveness of the curriculum across the school, ensuring a coherent and well-sequenced, knowledge and skills led learning experience.
- Support subject leaders in developing their subjects and monitoring standards.
- Work with SENCO, Pupil Premium and subject leads to ensure the curriculum meets the needs of all pupils.
- Promote high expectations in line with Ofsted requirements
- Lead and support behaviour policy and continue to promote high expectations for whole school behaviour
- Work with pupils, staff, parents and external agencies to support behavioural, emotional needs and pastoral care to ensure pupils are safe, supported and able to thrive.
- Oversee behaviour tracking, analysis and interventions to promote positive behaviour and wellbeing. Share behaviour reports with local board. Reporting to include racial incidents and management of this.
- Act as a Deputy Designated Safeguarding Lead (DDSL) supporting the Designated Safeguarding Lead in the leadership of safeguarding and child protection across the school, taking specific ownership of on-line safety.
- Ensure safeguarding considerations are embedded within curriculum development, behaviour systems and pastoral support structures.

Safeguarding

Safeguarding

Everyone who works for the Yeovil Area Community Academy Trust has the responsibility for promoting the safeguarding and welfare of children.

Commitment to Safeguarding Children

- To ensure awareness of school policy and procedures re Child Protection and Safeguarding.
- To become aware of the signs and symptoms of abuse by attending relevant training.
- To report all causes for concern to the Designated Safeguarding Lead via appropriate methods.
- To ensure the safety of all pupils in the school learning environment both indoor and outdoor.
- To ensure they complete or are aware of risk assessments pertaining to children in their care or regarding any off-site visits.

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Personal Specification

Criteria	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status; strong, recent classroom practice across more than one age group • Successful middle or senior leadership experience • Strong curriculum planning informed by assessment • Commitment to professional development • Successful behaviour management and ability to lead by example 	<ul style="list-style-type: none"> • Experience across multiple schools or Key Stages • Involvement in school improvement • Experience supporting or leading induction, appraisal or staff development
Skills & Knowledge	<ul style="list-style-type: none"> • Clear understanding of high-quality teaching and ability to model it • Strong knowledge of the National Curriculum (EYFS–KS2) and assessment systems • Ability to analyse data and use it to drive improvement • Knowledge of OFSTED expectations and school evaluation processes • Strong communication, organisational and interpersonal skills • Ability to foster a positive professional culture and support school improvement. 	<ul style="list-style-type: none"> • Confidence in leading new initiatives and whole-school relationships
Personal Qualities	<ul style="list-style-type: none"> • Enthusiastic, child-centred and committed to the school's ethos • Calm, empathetic, approachable and able to manage challenging situations positively • Highly motivated, reflective and proactive in professional growth • Strong sense of confidentiality, integrity and teamwork • Committed to safeguarding, equality and effective partnership with parents • Commitment to high standards of behaviour, wellbeing and pastoral support 	
Other Factors	<ul style="list-style-type: none"> • Satisfactory Safer Recruitment Checks • Must show understanding of equal opportunities, principles and practices • Willingness to build effective links and represent the school within its wider community 	